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The Impact of Socio-Demographics on the well being of the facilitators of Higher Educational Institute during second wave pandemic

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Abstract

In the outbreak of second wave of COVID-19 pandemic, again the educational institutions around the India were forced to lockdown again from april-2021 in order to contain the spread of the virus. The circumstances of the pandemic this time was very dangerous as the mortality rate and medical condition was very worse in second time, almost every individual lost their close or known person so the well-being and mental status of the teachers was worse than the first wave. The present study examines how higher education instructors dealt with online teaching in this psychological pressure from the home circumstances, with a focus on which factors connected with their livelihoods and influenced their well-being. In the month of April and May 2021, an online survey was conducted by 400 higher educational instructors from 4 districts, 4 blocks and 4 remote cities of Madhya Pradesh. We explore how socio-demographic variables such as gender, age and relationship status affect the situational loneliness, situational anxiety and family and social factors. The results contribute to a better understanding of the impact of second wave pandemic lockdown teaching and home circumstance and instructor's wellbeing. It may be helpful guidelines for universities and colleges administrators as well as teachers that how help alleviate the adverse effects of the continuing pandemic and help to prepare for future coping and well-being.

Keywords: Socio-Demographic Variables, Situational Loneliness, Situational Anxiety and Family and Social Factors and Lockdown Teaching

INTRODUCTION

The pandemic's circumstances have placed psychological strain on the population (Wardell et al., 2020). Stress, Anxiety, psychological distress, confusion, depression panic disorder, anger, and emotional exhaustion are among the negative and sometimes long duration of psychological effects due to lockdown restrictions, quarantine, and other repercussions (Balasubramanian et al., 2020). Teachers and students have been particularly hard hit. Due to this outburst of pandemic campus around the world began to close and educators forced to opt alternative forms of teaching to maintain the continuation of learning and contact between teachers and students (Mohmmed et al., 2020). For the most part, this was an altogether new type of experience. Fear

of Job insecurity exacerbated, particularly for teachers who are in contracts, and they are terminated by their institutions in an attempt to save costs, as was the case in India (Zager Kocjan et al., 2021). Lockdowns and the switch to online teaching have had a significant impact on teacher and student coping and well-being (Wong, 2020). The substantial probability of students' and faculty members' well-being deteriorating due to a sense of uncertainty was naturally anticipated even in the early phases of the pandemic (Okoye et al., 2021). The Pandemic's impact on higher education has been a hot topic of debate. However, the majority of the existing studies on "pandemic pedagogy" focuses on infrastructure like logistics and training, instead of considering the psychological impact of the setting on instructors' performance (Code et al., 2020). A study on academic facilitators' reactions to the move to online teaching was conducted by Styck, which found that the majority of respondents were confident in their ability to facilitate online teaching and assessment, and that their institutions were supportive of the move to online mode (Styck et al., 2020). Effectiveness of Higher education institutions is maintaining the learning cycle to their remote education, administration and policy measures (Juhary, 2020). K Wong indicated how teachers' perceptions of their learners' reactions to the unfamiliar scenario were influenced by their own professional and demographic adaption to emergency remote teaching (Wong, 2020). Various studies focussed on the student population when the psychological impact of the pandemic in education was a concern.

Learning engagement was influenced by the monotony in online system and a lack of affective and emotional support (Pedrosa et al., 2020). Students' self-efficacy and well-being were positively predicted by their perceived connection with the facilitator, peer influence, and perceived control over their own learning, according to another study (Amiri et al., 2019). In addition, instructional support and instructor innovation were found to have a favourable impact on students' perceived learning outcomes, whereas teacher performance was found to have a negative impact (Selwyn, 2020).

An investigation at a Al-Quds Open university found an association between students' attitudes about distant learning and their interpersonal communicative skills, as well as their learning methods and learning thinking ("Students' Attitude towards Distance Learning at Al-Quds Open University/ Tulkarem Educational Region," 2016).

The known factors that contributed to the enlarged levels of depression, stress and anxiety thoughts among the learners enclosed among others worry and worry concerning their own health. To address depression, stress and anxiety, participants sought-after support from others and helped by adopting either negative or positive brick mechanisms (Whittle et al., 2020). Level of stress and depression problems handled with the degree of external locus of management where in a relationship with learners and emotions like joy, hope gratitude etc mediate by a cope methods (Mega et al., 2014). A study showed that school students with the next level of hysteria expressed a lot of negative emotions and showed lower educational self-efficacy (Amiri et al., 2019). On the teacher front, (Ramo et al., 2021) teachers' engagement in and addressing remote instruction were qualified by, teaching level and mode of

teaching (synchronous vs. asynchronous), and therefore the economic standing of the countries, whereas Fasoli, Diego investigated the association throughout the conversion to on-line instruction (Fasoli et al., 2018). Researchers proved inequalities among educators associated with demographics, family support, available resources and infrastructure, and anxieties regarding the long run influenced their psychological overload, and the way this influence was mediate by their perception of student header (Beri & Dorji, 2021). One Study proved that predictors of stress among 435 linguistics instructors teaching digitally, revealing the influence of hysteria regarding the long run, living conditions, self-acceptance, appraisal of the situational impact, course optionally, with a mediating impact of acceptance of the virtual tutorial mode (Federkeil et al., 2020).

Wellbeing constitutes a posh and multi-dimensional variables associated with life satisfaction, resilience, work outcomes, a lot of adequate regulation ways (Ramkissoon, 2020). The psychological feature reflects a way of satisfaction with life, whereas the emotional component consists of high positive and low negative effect on concerning moods and emotions (Maher et al., 2021). In most theories, a key indicator of upbeat is positive have an effect on. Studies indicate that the amounts of positive and negative have an effect on square measure unrelated, which their relative contribution to emotional upbeat varies (Mirahmadizadeh et al., 2020). Several researchers have pointed that the negative effect on system is a lot of reactive than the positive effect on system (Sun et al., 2020). As ascertained by Fatimah, Siti, compared with positive ones, negative events interact a very much of basic cognitive process resources and

square measure keep a lot of accessibly in memory (Fatimah & Mahmudah, 2020). People tend to pay a lot of attention to negative information as compared to positive information, process and recalling the previous a lot of completely (Arora et al., 2020).

Several researchers have determined that teaching is expounded to a lower-than-average level of mental state, bad to physical health, and less of job satisfaction, creating academics notably susceptible to burnout (Parra & Tan, 2021). Of these factors could considerably scale back tachers' subjective eudemonia and reduce the work effectiveness and learners' outcomes (Malta Campos & Vieira, 2021). The conditions of living and handling below imprisonment might induce negative feelings and increase facilitators' negative have an effect on (Moss.G et al., 2020). Studies indicate that the frequent face-to-face contacts (unlike remote or virtual interactions), additionally as closeness and quality of relationships moderate the loneliness-inducing influence of the COVID-19 pandemic and performance as protecting factors (Heidinger & Richter, 2020). Close, frequent and satisfying relationships represent a basic human would like and measure core indicators of the social side of eudemonia (Macdonald & Hülür, 2021).

BACKGROUND OF THE STUDY

The second wave of covid-19 was more stressful for people from all strata of society. During the first wave there were supported by the government specially the medical part they took care of the expenses but during second there was no vacant bed available in government as well as in private hospitals and also the medical expenses were in beyond the expectations and that will be also a major part of

concern specially for the middle class family, as the teacher community belong to the middle class family so the financial crises is also played a big role of negative affect, also teachers were facing various challenges while taking online classes from their home, During the second wave approximately there was known individuals who either effected by virus or lost the person, all these circumstances were taken as a part of study to measure the negative affect on socio-demographic factors and professional adaptation related to situational loneliness, situational anxiety and family and social support. To study the same there are research questions

RESEARCH QUESTIONS

R1: At what extent did the Higher Educational Institutes facilitator's negative affect depending on socio-demographic factors?

R2: What are factors affecting the professional adaptation to the instruction in the covid-19 second wave lockdown related from situational loneliness, situational anxiety and family and social support are associated with facilitators' negative effect.

METHODS & MEASURES

PARTICIPANTS

In this contribution, we focus on survey respondents from higher education institutions. From April 2021and May 2021 a total of 400 higher institute instructors during the second wave of covid-19 were a part of this study. More than 80% were teaching at a university or graduate college. The instructors hailed from 4 district and 4 blocks and 4 remote cities, more than half of them (60%) from District. The mean reported age was 40 years (SD = 14), with over half the respondents aged between 36 and 54. Almost 65% of the participants were female and they are living with the families or partners. Approximately 30 & had a closer experience of covid-19 and 5.5% experienced the death of a close once due to virus.

To evaluate how the epidemic reality and online teaching conditions affect instructors' wellbeing, we conducted an online survey composed of 40 items. It included items concerning respondents' socio-demographics, the circumstances surrounding the participants' shift to emergency instruction, their personal experiences, mental health, attitudes, behaviours, feelings, physical and, and personality traits. To check the reliability and validity of the self reported questionnaire we conducted a pilot over the sample of 30 respondents.

CONCEPTUAL FRAMEWORK:

Pandemic effects on instructors' psychology, sudden change of learning process from face to face learning to digital learning have an huge impact on instructors' psychology, they are less connected with the leaner's as well as peers, a big false of this switching is their they worked from home and where they faced lots of challenges by their home circumstances, that lookdown teaching is very much challenging for most of the faculties specially the female instructors. For the same a survey were conducted to know the outcomes of lockdown teaching. Keeping all these parameters, the proposed framework has been conceptualized (figure 1).
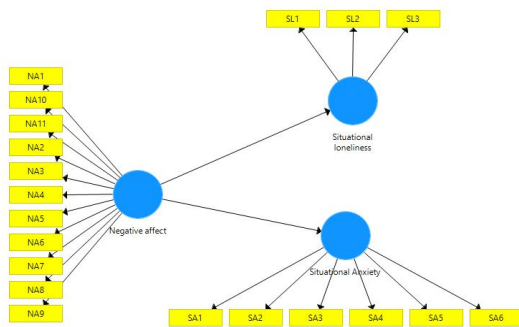
Figure 1: Structural Equation Model

Pilot studies were conducted over the sample of 30 to check the reliability and validity of self reported questionnaire following are the values {Data analysis was done with the help of SEM Software (Structural equation Model) via online}.
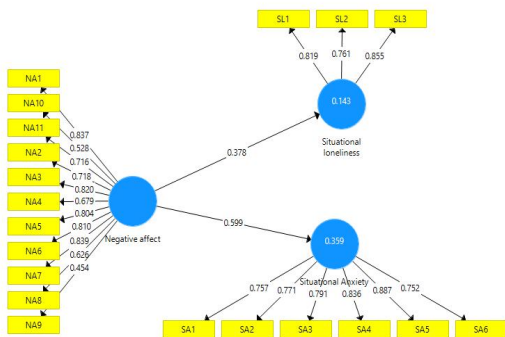
(Refer table 1)

Fig.2 Structural Equation Model with variables regression weights

Analysis part for pilot study was done by the software SEM (structural equation model) after this it was found that item number NA-9 and NA-10 were very less to the threshold value of regression weight and was shown less connection between the variables so these items was taken as outlier in the study and will not be a part for further data collection, the final data was collected by the refined questionnaire.

The third variable that is Family and social support was assessed by unstructured interview to know that at what extend the teachers felt the support and closeness to their families and significant others.

PROCEDURE

The self reported questionnaire (online questionnaire) was active in the month of June-2021 (first week) from April and May-2021 on a Google platform. Snowball sampling technique was used to select the sample for the study, it was circulated via various channels like whatsapp group, social media pages, mail, direct personal approach by calling the people etc. Participation was voluntary and the respondents were informed about the purpose of the survey.

DATA ANALYSIS

To observe the differences between the variables and to answer first research question, we calculated a t-test for relationship status and one-way ANOVAs for the remaining socio-demographic variables. To find the answer to second research question concerning the extent of the association between such potential factors affecting HE facilitators' professional adaptation to emergency online instruction in the COVID-19-related context as situational loneliness, situational anxiety and family and social support and facilitators' negative effect.

RESULTS

Analysis of first research question to what extent HE facilitators' negative affect varied depending on socio-demographic factors such as: gender, age and relationship status, we carried out Student's t-test and ANOVA. Descriptive statistics was used for analysis the facilitators' negative affect with respect to

the socio-demographic variables which are displayed in Table 1. The results indicate that in the first month of the COVID-19 pandemic, teachers differed in their wellbeing, which reflected their negative emotional states.

(Refer Table 2)

The intensity of negative affect significantly varied also between single individuals (M = 32.61, SE = 0.53) and teachers having partners or families (M = 30.53, SE = 0.83), with the former group feeling more negative emotions than the latter. The differences in negative affectivity were also age-specific;

The observed differences with respect to gender, relationship status and age seem to suggest that facilitators' negative affect during the COVID-19 pandemic is not related to psychological dispositions and states, but related to particular socio-demographic and situational variables.

To probe which of the factors affecting professional adaptation to emergency remote instruction are associated with facilitators' negative affect and to answer the second research question?

(Refer Table 3)

we conducted correlation analyses to calculate for Negative affect was significantly and positively correlated with higher situational anxiety (r = 0.52), situational loneliness (r = 0.36) and family and social support (r= 0.15). To respond to the part of second research questions, four themes were constructed on the basis of the interviews conducted with facilitator on family and social support: (a) the support of partner/parent during online teaching, (b) enhanced communication between facilitator and family members, (c) effect of family's' well-being on their

work, (d) barriers of infrastructure at home during online teaching

Analysis: To find out the negative affect of the online teaching on the family and social support the researcher conducted telephonic interview with the facilitators the interview was audio tapped with their permission and was transcribed by one of the PG student to avoid the researcher bias, and word the frequency cloud obtained from the transcript majorly talks, they were lot of issues like over burdened with work, spending too much of time with family members, small houses, unstable internet, watched over by relatives and not getting support by family specially in case of female facilitator.

DISCUSSION AND CONCLUSION

The current COVID-19 pandemic is unprecedented in scale, as are the nearly global school closures that have gone along with it. The well-being of learners and facilitators has been upended, to the extent that many facilitators started contemplating quitting the profession. The current study has attempted to reveal some of the mechanisms responsible for college and university facilitators' differential coping with the transition and wellness. The impact of family and social support was prominent not only in the statistics, but was also a recurrent theme in the open-ended questions, where the respondents repeatedly mentioned "stress and fear about the pandemic for the love once is a major concern of negative affect," "general worries about the world right now," "stress, workload, uncertainty," "my own personal struggle with family- support increasing due to covid-19," and "the uncertainty surrounding the state of the world in general."

Teachers deserve a humanistic approach, especially during the added strain of emergency remote instruction. This university facilitators' perspective will be complemented with later publications on other relevant aspects of educators' adaptation to the transition, as well as analyses of students' points of view.

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LIST OF TABLES

Table 1 Construct Reliability and Validity values

Latent Variable	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Negative Affect	0.908	0.921	0.921	0.522
Situational Loneliness	0.887	0.889	0.914	0.641
Situational Anxiety	0.771	0.849	0.853	0.660

Table 2: Mean and Standard errors of socio-demographic variables

Categories		Mean	SE
Gender	Female	35.33	2.25
	Male	28.89	1.02
Relationship Status	Single	32.61	0.53
	In relationship	30.53	0.83

Significantly stronger negative moods were reported by female teachers (M = 35.33, SE = 0.2.25) compared with their male counterparts (M = 28.89, SE = 1.02).

Table 3: Correlation coefficient for negative affect

	Correlation with negative affect
situational anxiety	0.52
situational loneliness	0.36
family and social support	0.15